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*Personality in Education.* By JAMES P. CONOVER. New York: Moffat, Yard & Co., 1908. Pp. 266. \$1.25.

St. Paul's School has stood for certain interests of value in American education, and it is good to find this author, a master in that school, calling for the meeting of an important need—the training of teachers, including “early practice under the same kind of supervision which the young doctor gets at the hospital.” Our private schools in England and America do not always see this need as clearly as we could wish.

The book begins with a chapter on “The Teacher,” and discusses a considerable range of subjects. One of the most suggestive chapters is that upon “Examinations.” English influence appears in many forms here, and also in the strong lament that cricket is not more popular in American schools. The following statement shows this tendency:

“England is a fair example of what may be accomplished in the world by a nation whose method of education and whose method of government have been conducted throughout on an established order, constantly applied to the ever-changing circumstances of men and things, and, therefore, constantly tested and modified by facts.”

This appreciation of things English and established helps one to understand the “school sermon” tone of many of the chapters, and the unconscious assumption of superiority—in fact, uniqueness—of the Church of England in religious education. The inadequacy of Unitarianism and of Catholicism is calmly treated, while the other “dissenter” is not even haled into court. The spirit of religion is the essential thing to the author, but the possibility of this spirit without the Catechism and the Book of Common Prayer seems inconceivable to him.

There is much quotation from Briggs, Thwing, Newman, and others, in accord with the general tone of the book. The result of it all is a work which many schoolmen might well read in order better to understand some currents in our educational movement, but in which there will be found little appreciation of many other currents, running with more force, if not with more violence, and as confidently supposed by those in them to be the whole of the situation as these quieter streams are here accounted the only reality. We need to know both.

*Habit-Formation and the Science of Teaching.* By STUART H. ROWE. New York: Longmans, Green & Co., 1909. Pp. xvii+308. \$1.50.

This type of book is as valuable as it is unusual. The author made an investigation several years ago of the formative value of the study of Latin and Greek. The results convinced him that the chief disciplinary merit of training in these languages lay in the “habits engendered in connection with attention, rapid interpretation, classification, and contemplation of life from another's point of view.” What is, however, of greater significance is that as a by-product appeared the fact that we have no “scientifically established method of securing the habits sought.” For several years those who have had relations with Dr. Rowe have known that he has been studying this particular need and has bent his best energies to the organization, in scientific form, of the “relation of habit to education” and to the treatment of the “subject of